



New World Explorers Introduction

Congratulations! You've just embarked on a voyage of unparalleled proportion! By choosing this study to teach to your child, you are committing to a fun-filled adventure on the high seas of history! Our history studies are focused on capturing the child's attention with short, concise reading lessons and several hands-on projects that will drive each lesson home in a creative way. The "twaddle-free" projects are designed to encourage penmanship, vocabulary, creative writing and composition, critical thinking, and imagination. With over thirty five Lap Book™, notebook, and cooking projects, as well as games and other activities, you have a wide variety of choices to capture your child's interest!

Each lesson includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the "Additional Resources" section.

You will want to print out all the teacher's helps before and brief yourself with the lessons and supplies needed. A one-page *Lesson Plan Schedule* is offered for ease of seeing at a glance what's coming in each lesson, allowing you to prepare ahead of time. You will want to preview the Project Pages in advance to help you with gathering the materials for the projects you choose to do. Most of the supplies are household items you will have around the house. There will be a few items that you will need to track down before the lesson. The *Tips to Consider Before Starting* sheets have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Many include penmanship options, however they are also offered with text to save on time when necessary. If you use the provided text, encourage the child regularly to read aloud the text.

Several days have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., Lap Book™ or The Explorer Weekly newspaper). These particular overall projects take a bit longer to complete, however they result in pieces that your child will be very proud of.

Sprinkled through the lessons are Project Days. These days are designed to allow extra time to get projects completed that were not able to be done on previous days. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as mapping, science experiments, or a form of creative writing. These Project Days also offer an opportunity for review each week, as does the timeline.

Although the lessons are numbered, it does not mean that you have to stick to one day per lesson. Feel free to stretch them out as needed! In turn, you may find that you do not need to utilize every Project Day. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit *your* family!

If you have a camera available, remember to take pictures of the children working on the projects as you go! The Lap Book™ has a space available for photos. You can also create a notebook page of photos, helping create a portfolio of your study together.

Try to culminate the unit with a celebration! Nothing "takes the wind out of your sails" quicker than petering out on a fun unit. When you end it with a bang, it brings completion and satisfaction to both you and your child! We have suggestions for making the best of your last lesson!





Acknowledgements:

Home School in the Woods would like to acknowledge the following sources for some art and reference images: © 2006 www.arttoday.com.

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Home School in the Woods would like to acknowledge the following source for the graphic textures used in the webpage design: Dick Blick Art Materials, www.dickblick.com.

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All design and most illustrations by Amy Pak

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LESSON PLAN SCHEDULE

New World Explorers

KEY:
 (LB) - To be included in Lap Book™
 (NB) - To be included in Notebook

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
What is an explorer? - Definition - Reasons for exploring - 7 continents and mapping skills - Mapping the 7 continents (NB) - 5 Reasons Project (LB) - Making spice cookies	The life of an explorer Pt. 1 - Food - Supplies - Disease - Jobs of a sailor - Drying fruits & meat - Making lime juice - Knot tying	The life of an explorer Pt. 2 - Flags - Maps - Making a ship's flag (NB) - Coloring in a Ptolemaic Map (NB) - Create a Captain's Log	Ship, Ahoy! - Parts of a 16th century ship - Building a ship - Anatomy of a Ship-A (LB) - Anatomy of a Ship-B (NB)	PROJECT DAY! - Projects Days are designated for completion of unfinished projects and review of previous lessons with new projects. - Create Fact File cards & envelopes - Choose a project that has not already been done to date - Cooking Spanish!
Navigation - Nautical tools - Reading the stars - Make a quadrant - Make a compass - Create a glow-in-the-dark constell. - Navigational equipment (NB) - Navigational Wheel (LB)	LESSON 7 Leif Eriksson Christopher Columbus - Begin Penmanship of Explorers (NB) - Begin "The Explorer Weekly" - Begin acetate map #1 & #2 (LB) - Begin first Explorer Profiles (LB) - Begin timeline (NB)	LESSON 8 John Cabot Amerigo Vespucci - Penmanship of Explorers (NB) - "The Explorer Weekly" - Acetate map #2 (LB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB)	LESSON 9 Juan Ponce de Leon Vasco Núñez de Balboa - Penmanship of Explorers (NB) - "Real Estate" Brochure (LB) - Add to acetate map #4 (LB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB)	LESSON 10 PROJECT DAY! - Complete outstanding projects - Continue Fact File cards (set 2) - Choose a project that has not already been done to date - Cooking Portuguese!
Francisco Pizarro Ferdinand Magellan - Penmanship of Explorers (NB) - Acetate map #5 (LB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB) - "The Explorer Weekly" - Sea Monster pop-up (LB) - Incan Artifact	LESSON 12 Giovanni da Verrazano Hernando Cortés - Penmanship of Explorers (NB) - Acetate map #4 (LB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB) - "The Explorer Weekly"	LESSON 13 Jacques Cartier Hernando de Soto - Penmanship of Explorers (NB) - Acetate map #1 (LB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB) - Create 2 advertisements for "The Explorer Weekly"	LESSON 14 Francisco Vázquez de Coronado Sir Francis Drake - Penmanship of Explorers (NB) - Pueblo diorama - Acetate map #5 (LB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB) - "The Explorer Weekly"	LESSON 15 PROJECT DAY! - Complete outstanding projects - Continue Fact File cards (set 3, optional: set 4) - Cooking French!
Juan Rodríguez Cabrillo & Ribaut - Penmanship of Explorers (NB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB)	LESSON 17 Sir Walter Raleigh John Smith - Penmanship of Explorers (NB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB) - game "High & Dry"	LESSON 18 Juan de Oñate Samuel de Champlain Henry Hudson - Penmanship of Explorers (NB) - Natives of the New World (NB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB) - The Establishment of Missions (NB)	LESSON 19 Vitus Bering James Cook (Captain Cook) - Penmanship of Explorers (NB) - Add to Explorer Profiles (LB) - Add figures to timeline (NB) - Acetate map #5 (LB) - "The Explorer Weekly" - Insulation experiment	LESSON 20 PROJECT DAY! - Complete outstanding projects - Continue Fact File cards (set 4) - Cooking English!
Pirates! Pt. 1 - Pirate Panoply (game) (NB) - Make Pes. of Eight/Doubloons (LB) - Color Spanish Cob pg. (NB)	LESSON 22 Pirates! Pt. 2 - Game "Merchant Marauder" - Add to timeline (LB) - Add last advertisement to "The Explorer Weekly"	LESSON 23 PROJECT DAY! - Complete outstanding projects - Take pictures of projects and create the layer book (LB) - Choose a project that has not already been done to date	LESSON 24 Pulling together the Lap Book™ - Review the topics studied as you bring together the Lap Book™ - finish any unfinished projects - Gather all the lapbook projects and prepare the file folder portfolio	LESSON 25 Wrapping it up with an "Exploration Celebration"! - Finish off the unit with a party! - Choose from the many suggestions for decor, foods, games, and more! - This is a great opportunity to share what you've learned with relatives and friends!

LESSON 1

What is an Explorer?

What is an explorer? The dictionary defines an explorer as “a person who travels in search of geographical or scientific information.” My personal favorite is “someone who travels to places where no one has ever been in order to find out what is there.” People have been in search of new lands and unknown regions for centuries. History is paved with changes because of new discoveries in other lands! Often the need for food or water forced groups of people to migrate in ancient days, but so did the desire to trade, conquer land, proclaim their faith, and experience adventure. Many of these same reasons led to the period of time known as the *Age of Exploration*. We will be focusing during this unit study on the explorers of the New World, their daily lives, conquests, and pitfalls.

What are the reasons an explorer would want to traverse across treacherous seas and dangerous conditions? After all, there could possibly be sea monsters to have to battle. This was a concern to the early explorers, as no one could be certain what was out in the deep blue sea! Many scholars and wise men thought for a long time that the earth was flat and that if you sailed far enough out, you’d just tip...off...the edge of the earth, where large monsters awaited to gobble you up. Celtic stories often tell tales of creatures with long necks and sharp teeth that attacked boats and seamen. Some believe that these are the very “dragons of the sea” (see *Isaiah 27:1*) or “leviathans” (see *Job 41:1*) that are still possibly alive today in parts of the world. However, get a sailor sharing the story of an encounter with any sea beast, whether a shark or a whale, and his buddy tells another buddy, who tells another buddy, and we have the makings of some very scary, large, legendary monsters! Although the sea is full of large and amazing creatures of the deep, it took an explorer named Magellan, in 1522, to circumnavigate the globe and we could then, with confidence, proclaim that the earth was round and not flat. We have since discovered that the world consists of seven continents (*North America, South America, Europe, Asia, Africa, Australia, and Antarctica*) and five oceans (*Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, and Southern Ocean*).

There were worse battles to encounter, besides! Storms at sea, illness and disease, lack of edible food and drinkable water, as well as unknown risks that come with discovering an uncharted land or people, were very real reasons to re-think making such a voyage! But we owe a lot to these adventurous souls, as without their courage and perseverance, we would not be living as we do today; learning about cultures all over the world and being able to experience foods and goods from distant lands and exotic places. The world has truly become a smaller place, but there was once a day where it seemed endless.

That leads us back to our question: what are the reasons an explorer would make the voyage? There are actually many reasons, but we will focus on five of them:

1) Spices of the Orient:

Trading had been commonplace during the Middle Ages between Europe and the Orient by a series of roads established by traders and merchants, called “The Silk Route.” All land routes to the Orient were threatened by thieves and cut-throats, which lay in wait upon unsuspecting travelers with a full load of goods for trade. By the 15th century, areas of the Silk Route that ran through Muslim-dominated Arab countries were impassable to Christian traders.

Japan and Cathay (China) had several items that the Europeans desired, some of which were their spices. These exotic spices, such as cinnamon, cloves, nutmeg, ginger, and peppercorns, were used to cover the foul taste of salted meat, a process that was necessary to

Lesson 1: What is an Explorer? (cont'd)

preserve meat for the winter season. The wealthy also used ground spices in medicines. As land routes became more treacherous to travel, water routes became a necessary choice to get to these treasures of the Orient. Someone, however, would have to discover the fastest and safest way to get there!

2) Gold and riches:

Some countries found power in wealth. Spain was convinced that gold was to be found in far off lands. Many explorers embarked on voyages based on legends and stories of cities built of gold and roads paved with gems. The *Rio de la Plata* in Argentina was named "River of Silver" due to the gifts of silver that natives offered to Spanish conquistadors who had shipwrecked in the early 1500s. The name "Argentina" comes from the Latin term *argentum*, which means silver. The *Seven Cities of Cibola* attracted Spanish conquistadors, as these fabled cities were said to be made of silver, gold, and precious jewels.

3) Land to conquer:

Where some countries found power in wealth, others found power in land. Many explorers were sponsored by kings who desired to conquer new areas to colonize and civilize. As far back as the earliest civilizations, the spread of an empire meant dominance over others. The Age of Exploration led to a competition between several of Europe's countries. Portugal, England, France, and Spain were battling over land in the New World and on other continents. After Columbus's discovery of the New World, territorial conflicts erupted between Portugal and Spain. Although lines of longitude and latitude are designed to measure distances on a map or globe, Pope Alexander VI settled the situation by creating an imaginary line of longitude, called "The Line of Demarcation." This allowed Portugal to claim land to the east of the line, and Spain, land to the west.

4) The spread of Christianity:

With new worlds came new people, and new opportunities to live out the Great Commission! Jesus left the apostles with a command before he ascended to Heaven: "*But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth.*" (Acts 1:8) Christian explorers, missionaries, and priests desired to share the message of salvation with people who had obviously never heard of Jesus Christ. "*Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you always, even unto the end of the world.*" (Matthew 28:19-20). Also, the spread of Christianity was a strategic move against the advance of Islam, a forceful religion that rejected Jesus as Lord. It dominated the Middle East, and threatened to expand into Europe.

5) Adventure!:

Many explorers and travelers had a desire to "find out what was on the other side." They loved life on the sea and were intrigued by the thought of new culture and new discovery. Every explorer had to have a bit of adventure in his spirit, as he never knew if he would return to his family or not. It's amazing to think that voyagers of so long ago were able to survive long journeys at sea! The Vikings did not have a lower deck on their longboats to go to in stormy weather. They were able to pitch tents over themselves, but their sleeping, eating, and activity were still exposed to the elements. Imagine sleeping in wet, cold, windy conditions for weeks at a time!

LESSON PROJECTS



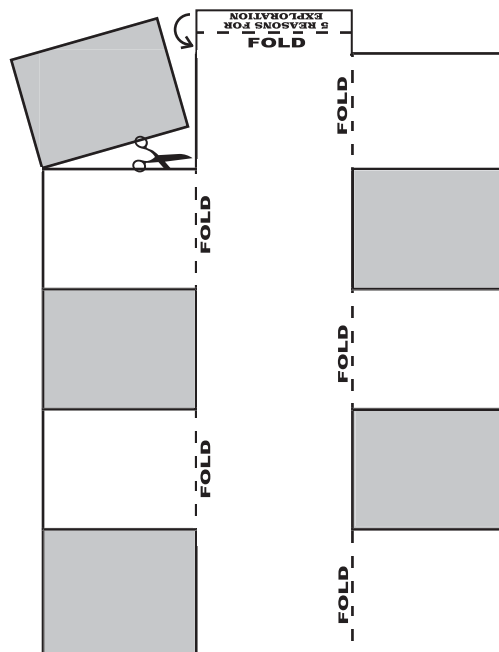
1) MAPPING THE CONTINENTS & OCEANS:

Using master 1-1, have one copy ready per child. Have him research and label the seven continents and 5 oceans. You can use an atlas or search online to find the information. The completed map is also provided in the teacher key section. Have your child color in the map if time permits. When completed, file this project in your three-ring binder.

2) FIVE REASONS FOR EXPLORATION:

Using either white or colored card stock, print a copy of master 1-2 or 1-3. Have the child cut and remove the sections as shown. Fold in the remaining flaps to create five "doors." The text descriptions should be on top of each flap. Beneath the flaps, glue objects that pertain to each reason:

- 1) Spices such as cinnamon, cloves, nutmeg, ginger, and peppercorns
- 2) Gold and silver beads and fake gems (*you can find these in the beading and jewelry making section of craft stores*)
- 3) Write the scripture from Acts 1:8b
"and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth."
- 4) Dirt, representing land
- 5) On a piece of paper cut to fit the flap, have the child draw something that represents adventure to him. It could be rock climbing, sky diving, riding the rapids, spelunking, etc. Or, have the child find a picture in a magazine or on the internet.



When finished, file this project in a ziplock bag for the Lap Book™ at the end of the unit.

3) COOKING WITH SPICES!

SPICE COOKIES

- | | |
|--------------------------------------|---|
| 1/2 cup butter | 1/2 teaspoon allspice |
| 1 cup brown sugar, firmly packed | 1/2 teaspoon ground cinnamon |
| 1 egg | 1/2 teaspoon ground nutmeg |
| 1 teaspoon vanilla extract | 1/2 teaspoon ground ginger |
| 2 1/4 cups all-purpose flour, sifted | 1 dash ground cloves |
| 1/2 teaspoon baking soda | (optional) 1 cup finely chopped nuts
(macadamia, pecans, almonds, walnuts) |
| 1/4 teaspoon salt | |

Cream butter and sugar until light and fluffy. Beat in egg and vanilla.

Sift flour again with spices and stir into butter-sugar mixture. Mix thoroughly, adding nuts if used.

Shape into two logs, about 1 1/2 inches in diameter, then wrap and chill at least 2 hours or overnight. Slice into thin slices and bake on greased baking sheet in a 350°F oven 8-10 minutes.

SPICE ORNAMENTS

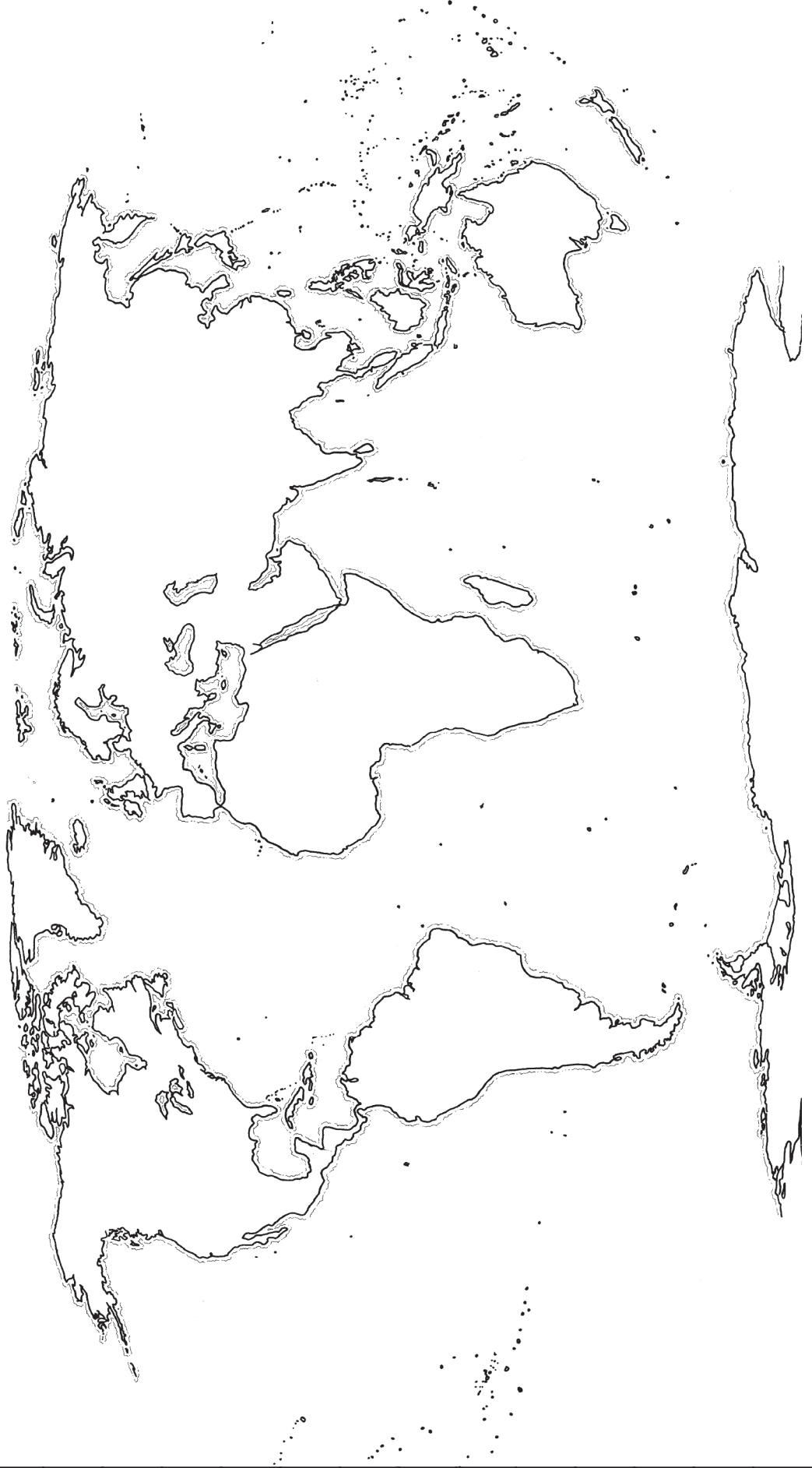
- | | |
|-----------------------------|-----------------------------|
| 3/4 cup ground cinnamon | 1 cup applesauce |
| 2 tablespoons ground nutmeg | 1 straw |
| 1 tablespoon ground cloves | 1/8-inch or 1/4-inch ribbon |

Combine spices and applesauce and mix until well blended. Mixture should be stiff. Roll out to a 1/4-inch thickness on wax paper. Using small or medium-size cookie cutters, cut dough into desired shapes or carefully carve a shape with a knife (parental guidance suggested!). Peel away excess dough and re-roll as necessary. If making ornaments, use the straw to poke a hole at the center top to weave the ribbon through for hanging. Let ornaments dry uncovered for 2 or 3 days, turning them over several times during the drying period.

After ornaments have dried and ribbons are tied on, place in a sealed plastic bag until ready to use. You may wish to paint or decorate the ornaments.

MAGNETS: Follow instructions as above, however DO NOT poke the hole in the ornament. Instead, when it is fully dry, apply stick-on magnet to the back.

THE WORLD
CONTINENTS & OCEANS



FIVE REASONS FOR EXPLORATION (with text)

1) READ ALL DIRECTIONS BEFORE BEGINNING. (Diagrams and instructions are on Project Page 1P)

2) Start by cutting the full outside perimeter. 3) Cutting on the GRAY LINES, remove boxes indicated. Do NOT cut on the borders around the words!

REMOVE THIS BOX

REMOVE THIS BOX

REMOVE THIS BOX

REMOVE THIS BOX

REMOVE THIS BOX

5 REASONS FOR EXPLORATION

Gold and Riches

The Spread of Christianity

Adventure

Land to Conquer

Spices of the Orient

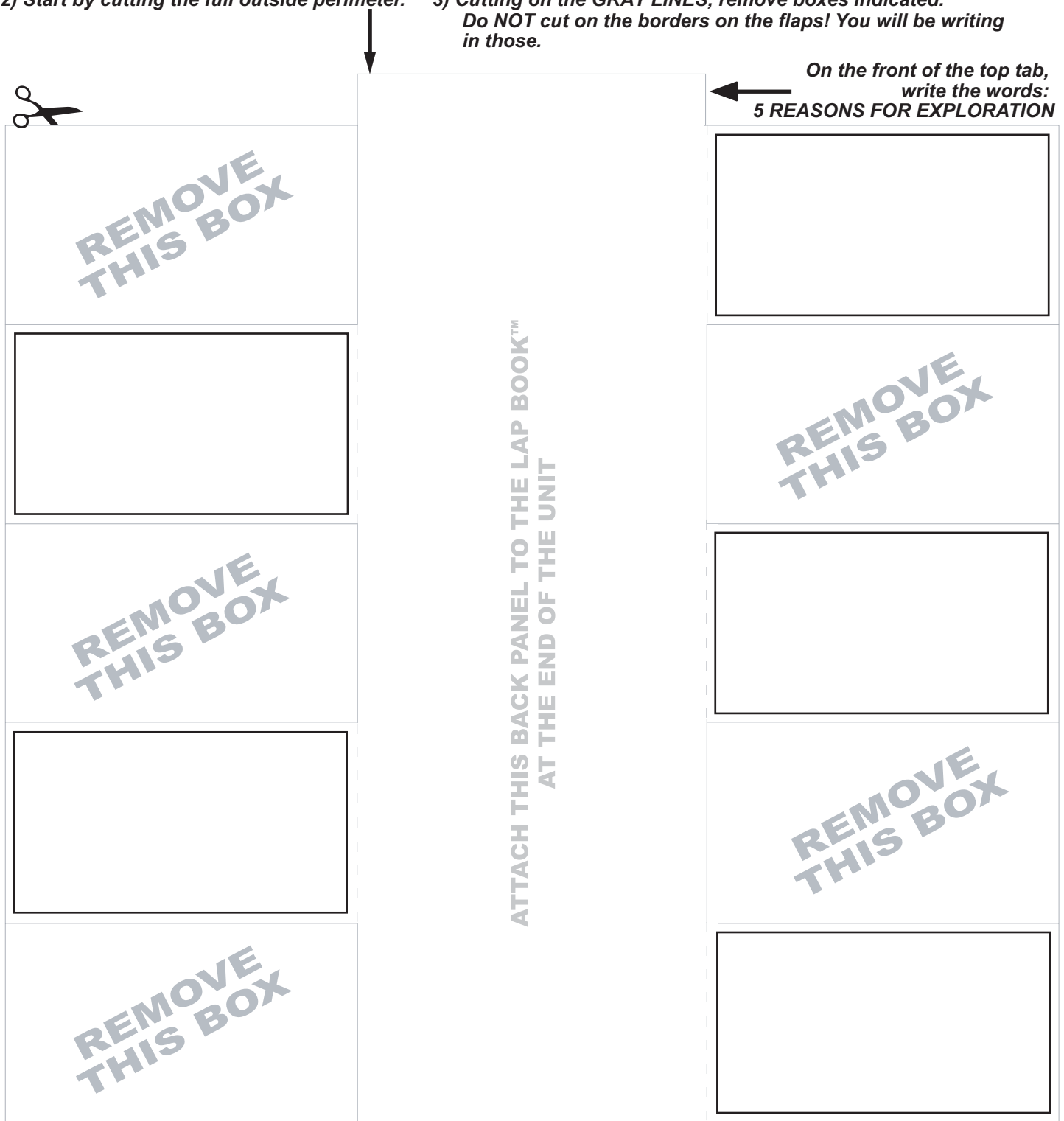
ATTACH THIS BACK PANEL TO THE LAP BOOK™ AT THE END OF THE UNIT

4) Fold the title over (at location indicated by dashed arrow), and glue to attach. This will be the title that is at the top of the 5 boxes.

5) Fold remaining outer flaps (at location indicated by dashed arrow) in toward the center to create a "door," so the word reads on the outside, allowing room to glue items under each flap.

FIVE REASONS FOR EXPLORATION (without text)

- 1) READ ALL DIRECTIONS BEFORE BEGINNING. (Diagrams and instructions are on Project Page 1P)
2) Start by cutting the full outside perimeter. 3) Cutting on the GRAY LINES, remove boxes indicated. Do NOT cut on the borders on the flaps! You will be writing in those.



5) Fold remaining outer flaps (at location indicated by dashed arrow) in toward the center to create a "door," so the word reads on the outside, allowing room to glue items under each flap.

6) Before gluing in your items, write the text within the box on each cover flap:

- Spices of the Orient
- Gold and Riches
- Land to Conquer
- The Spread of Christianity
- Adventure

THE WORLD

CONTINENTS & OCEANS

